Block Transfer Handbook: Constructing and Negotiating Block Transfer Agreements

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May 2000

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BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

SUPPORTING BC's EDUCATION SYSTEM

Block Transfer Handbook:
Constructing and Negotiating Block Transfer Agreements

Prepared by:
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A. Introduction and Purpose of Handbook

The purpose of this Handbook is to provide resources for institutions, departments or articulation committees who are engaged in the task of investigating the feasibility of, or constructing, block transfer agreements.

The materials in this handbook have come from a variety of places. Most of the explanatory text on block transfer is from existing documentation previously prepared by the BC Council on Admissions and Transfer (BCCAT). The Checklist is adapted from the "Report of the Working Committee on Public/Private Articulation." A complete copy of this report is available online at: www.ctt.bc.ca/PLA/ppaa/index.html or in print form from the Centre for Curriculum, Transfer and Technology (C2T2). Examples of agreement templates were adapted from materials kindly provided by Royal Roads University, the B.C. Open University, C2T2, and by the Tourism Management Articulation Committee..

This Handbook, as well as may other resources related to transfer and articulation can also be found at and downloaded from the BCCAT website (www.bccat.bc.ca) on the "Articulation Committees and Transfer Issues" menu. To comment on the Handbook, or to request a copy, please email admin@bccat.bc.ca, or call 604-412-7700. Electronic versions of forms and sample templates are also available from BCCAT.

B. Block Transfer Agreements

1. What is Block Transfer?

Block Transfer is the process whereby a block of credits is granted to students who have successfully completed a certificate, diploma or cluster of courses that is recognized as having an academic wholeness or integrity, and that can be related meaningfully to a degree program or other credential.

Block transfer has been used for many years in the B.C. post-secondary system to facilitate the credit transfer of completed credentials, such as certificates and diplomas. Although most block transfer agreements (BTAs) deal with the transfer of professional and applied programs, there are also block transfer agreements in place for associate degrees. There are currently several hundred block transfer agreements documented in the *B.C. Transfer Guide*. For details, see the current print Guide, or go to www.bccat.bc.ca/tg/menublock.htm. Block transfer agreements represent the most efficient mechanism for arranging transfer for graduates of diploma programs, where those programs are delivered at a standard consistent with degree studies, but where the individual courses within the program may lack university level equivalents, and therefore may not be readily transferable.

For example, graduates of a two year college forestry diploma program, designed as a terminal, employment-oriented credential, might receive little or no credit towards a forestry degree on a course-to-course basis. However, under bilateral block transfer agreements, students from some college diploma programs who have successfully completed the credential are eligible for either one or two years of credit towards forestry degrees at provincial universities. The content of first and second year courses at the sending and receiving institutions is sufficiently different so as to preclude the establishment of equivalencies and hence the granting of credit for individual courses. Nevertheless, an assessment of the entire diploma curriculum will establish whether the graduates are likely to possess the prerequisite knowledge, skills or abilities necessary for success in upper division courses.

In the example above, and in typical BTAs, the transfer agreement refers to a specific program at the receiving institution. For example, a social work diploma program may receive block transfer towards a social work degree. The credits earned in this way may not be applicable to a different degree, unless they are transferable on a course by course basis. If the student is admitted to the receiving institution, and then chooses to apply to another program, he/she will revert to such a course-to-course credit transfer assessment process.

There are no rules for negotiating block transfer agreements and no right or wrong approaches. Each BTA involves a unique program at the sending institution and at the receiving institution, and the academic content of those programs, as well as the institutional

context, dictates the nature of the block transfer agreement. Negotiating parties may want to explore a number of models, depending on the desired outcomes.

There are a number of myths and assumptions about block transfer agreements that have proliferated in the absence of clear documentation. For example, it has been assumed that BTAs guarantee admission to a program at the receiving institution or that the receiving institution is obligated to award the exact number of credits awarded by the sending institution. In fact, BTAs vary greatly, depending on their context, and there are few "givens." For example, a BTA does not, in itself, guarantee admission, unless such a provision is built into the agreement.

---

2. Models of Block Transfer

The following list attempts to describe some of the models of block transfer currently in use in B.C.

1. The 2 + 2 model

a) The receiving institution grants two full years towards a four year degree program, with no additional requirements. Students should be able to graduate in a total of four years, OR

b) The receiving institution accepts a two year diploma for entry into a *two year degree completion* program. Royal Roads uses this model exclusively for some degrees, and in those instances, the diploma is considered as one of the criteria for admission, since Royal Roads does not offer first and second year courses.

2. The 2 + 2 provided that...model

The receiving institution accepts a two year diploma for entry, provided that the diploma contains specified courses, or that specified standards or additional prerequisites (e.g. grade 12 math) have been met.

3. The 2 + .5 + 1.5 model

The receiving institution grants two full years towards the degree. However, because it judges the students' background to be deficient in some areas, it specifies courses that must be taken in the first semester of third year. Students should be able to graduate in a total of four years.

4. The 2 + .5 + 2: The bridging model

The receiving institution grants two years of credit for the diploma. However, because it judges the students' background to be deficient in some areas, it requires them to take one or more bridging courses over one semester to upgrade their knowledge and skills in specific areas. Students should be able to graduate in a total of 4.5 years.

5. The 2 + 3 (or more) model

The receiving institution grants one year of credit for completion of a two year diploma. Students can finish their degree in an additional three years after the diploma, or a total of five years. In some cases, receiving institutions grant only a few credits for the completed diploma and in these cases it make take students up to six years to finish a degree.

6. The upside down model

The receiving institution grants two years of credit for a diploma, but many of the courses taken in the diploma equate to upper division courses at the receiving institution. Students take their lower division general education courses in third and fourth year. Students should be able to graduate in a total of 4 years.

7. The 60 credit guarantee model

The receiving institution guarantees students two years credit for a completed diploma, but also establish equivalencies for as many courses as possible. Courses that have no equivalents are granted elective credit "within the block." This means that as long as students have completed the block all their courses will receive some form of credit at the receiving institution. This allows students to demonstrate that they have already taken prerequisites. As long as the diploma was reasonably similar to the lower levels of the receiving institution's program, students should be able to graduate in four years or perhaps a little more.

8. The "course to course" within the block model

This is a more liberal variant of model 7. Once the principle of block transfer has been accepted, the receiving institution assesses all courses for equivalencies, and grants unassigned or elective credit to those courses for which there are no direct equivalents. All information is then submitted to the *B.C. Transfer Guide*. Thus, through this process, all courses in the diploma receive some form of documented credit. Students who transfer on a course-to-course basis also benefit through this arrangement. Students should be able to graduate in four years or perhaps a little more.

9. Bilateral, multilateral models

Although most block transfer agreements consist of bilateral agreements between one sending and one receiving institution, there are some exceptions, such as:

The Consortium model, where a group of receiving institutions will collaborate to agree on transfer criteria. A diploma that is acceptable to one member is acceptable to all members of the consortium.

The Admissions model. (See model 1 a) above.) In this case the receiving institution does not sign agreements with individual sending institutions but rather announces that it will accept certain diplomas from any sending institution as part of an application process.

10. The eclectic model

Institutions or programs focused on student-centred and flexible admission policies may try to be as open as possible to maximizing transfer credit, and may grant blocks of credit for a previous degrees, diplomas or certificates, workplace or prior learning, or nontraditional accreditation. Students can often receive three years (or even more) of credit, and finish their degree by completing the minimum residency requirements of the institution.

---

3. Assessing the "block" to be transferred

In preparing for a block transfer agreement, the sending institution submits all relevant documentation to the receiving institution for evaluation. The receiving institution assesses all the material it has received, and makes a determination as to the appropriate transfer arrangements.

Assessment methods vary as appropriate to the model in use. Some variations:

- Transfer is based on assumptions about the content of the diploma, and an in-depth assessment of individual courses is not attempted. For example, Royal Roads considers applications from graduates of many Business Management or Environmental Sciences Diploma Programs from B.C. post-secondary institutions as part of its admissions process to its degree programs.

- Transfer is based on an in-depth assessment of individual courses within the diploma. The receiving institution is satisfied that they are substantially comparable to its own lower division requirements or offerings.

- Transfer is based on an in-depth assessment of the entire diploma. The receiving institution is satisfied that while individual courses do not match its own courses exactly, similar curriculum content is covered in the program.

- Transfer is based on a holistic assessment of the diploma or its outcomes. The receiving institution is satisfied that, while the content of the diploma may be quite different from its own lower level curriculum, graduates are likely to have the knowledge and abilities to be successful at the third year level.

In each of the above cases, where deficiencies are identified, receiving institutions may stipulate how and when students must acquire the missing content, either before progressing, or in order to fulfill degree requirements.

---

4. The Importance of Advising

When people express concern about block transfer agreements, that concern is often framed in terms of the unrealistic expectations such an agreement may create for students. For example, a student who receives block transfer credit for a completed associate degree may assume that he/she can finish a degree in a further two years or 60 credits of study. However, given that he/she will still have to fulfill all the degree requirements, as well as all requirements for major or minors, and that some of the lower level requirements may not have been taken before transfer, he/she may still have more than two years of study ahead.

It is vital, therefore, that the exact terms of all BTAs be clear, and transparent for students and advisors so that they understand *before transfer* exactly what the agreements entails for them. Parties to any BTA should be careful to inform the advising department about the agreement, and take time to go over its provisions carefully with anyone who will be in a position to advise students. It is also crucial to ensure that any promotional material is clear, as to the nature of all provisions and requirements. In some unfortunate cases, BTAs have earned the reputation of being "good news/bad news agreements." The good news is that students understand that they will receive two years of credit for their diploma. The bad news is that they find out upon transfer that few of those credits can be applied towards their degree. It may take students up to six years to complete their degree.

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5. Block Transfer Agreements between Public and Private Institutions

The Report of the Working Committee on Public/Private Articulation Agreements (available at www.ctt.bc.ca/PLA/ppaa/index.html) lays out policy and advises on practice for negotiating articulation agreements with private post-secondary institutions, including block transfer agreements. Public institutions may negotiate such agreements on a voluntary basis, but it is recommended that the private institution be both registered with and accredited by the Private Post-secondary Education Commission (PPSEC). Parties to such agreements should en-

sure that students are aware that transfer to a public institution does not guarantee access to the broader B.C. public post-secondary system. That is, as with all bilateral transfer agreements, the receiving institution is assessing equivalencies only to its own courses and programs.

6. The Negotiation Process and Checklist for Negotiation

Block Transfer Agreements are negotiated between institutions, but more exactly between departments. While the basic process involves the submission of program descriptions and course outlines by the sending institution and the assessment of those materials by the receiving institution, the following suggested steps may be useful, especially for institutions for which the process is a new one.

The following checklist is a tool to assist institutions and departments in making their way through the negotiation and assessment process involved in Block Transfer Agreements. It is not intended that partners to an agreement must follow every step in the checklist. Rather, the list is provided as a set of helpful suggestions, to be used at the discretion of the institutions and programs involved.

Preparing for the Agreement

- ❑ Have you consulted with the appropriate individuals/groups within your institution?
- ❑ Have you received the necessary internal approval to proceed?
- ❑ Have you evaluated the cost to your organization, if any, of proceeding with the development of an agreement?
- ❑ What type of Block Transfer Agreement do you contemplate?
- ❑ Have you checked the *B.C. Transfer Guide* for similar agreements?
- ❑ Whom have you selected to lead the articulation process?
- ❑ Who will perform the detailed articulation (e.g. examination of course content)?
- ❑ Is there an internal committee which must review results? If so, has it been alerted?
- ❑ Will the agreement affect multiple campuses? If so, are the appropriate people informed?
- ❑ Does the course or program to be articulated have links with licensing bodies? If so, have they been consulted?
- ❑ Does the course/program have links with professional bodies? If so, have they been consulted?
- ❑ Does the course/program have links with other public institutions? If so, and if necessary, have they been consulted?
- ❑ Who at your institution must approve the agreement? Must it go to Senate or Education Council for final approval?
- ❑ Have you established a timetable by which the agreement will be finalised?

Establishing Course, Program and Institutional Fit

- ❑ What is the purpose of the course(s) or program(s) under consideration for articulation?
- ❑ Are the resources used by the course/program appropriate and sufficiently current?
- ❑ Is software used by the course/program appropriate and sufficiently current?
- ❑ What is the length of the course/program?
- ❑ What content is covered?
- ❑ Is there an appropriate match of course or program content between sending and receiving institution?
- ❑ Is the content covered to the same depth?
- ❑ What teaching or content delivery methods are used?
- ❑ What assessment practices are used?
- ❑ Are they clearly related to the goals and objectives of the courses or program?
- ❑ Are they proven to be effective in assessing student learning outcomes?
- ❑ Can the program demonstrate a history of success as measured by student learning, employment outcomes, or subsequent performance of transfer students (e.g. through official records, student surveys, etc.)?

Finalising the Agreement

- ❑ Have you exchanged site visits, if necessary, with the other institution?
- ❑ Does the agreement specify an official implementation date?
- ❑ Does the agreement specify a renewal date?
- ❑ Does the agreement contain terms by which either party may terminate the agreement?
- ❑ Does the agreement specify regular review? NOTE: Substantive changes to curriculum, program/course length, delivery methods, equipment, outcomes, etc. may require you to review the agreement.
- ❑ Does the agreement specify a process to exchange relevant information which may affect the agreement after it is signed and before the next scheduled regular review?
- ❑ Is the agreement reciprocal; that is, are terms specified whereby students can move between institutions in either direction? NOTE: Articulation agreements, whenever possible, should be reciprocal.
- ❑ Will the agreement apply retroactively to accommodate graduates of either institution's articulated program(s)? If so, for what period of time?
- ❑ What will you do if you decide not to complete an articulation agreement? NOTE: You should be prepared to state reasons.
- ❑ Who will sign the agreement for each institution?
- ❑ What format will you use to record the agreement, e.g. Memorandum of Understanding, BTA Agreement Form? (Please see Section D of this handbook for agreement templates.)

After the Agreement is Signed

- ❑ Receiving Institution: have you sent a copy of the agreement (a) to your Registrar's Office, with a request to submit the relevant information to the *B.C. Transfer Guide* and (b) to the sending institution? Note: Receiving institutions can use the form included in this Handbook to submit this information to the Transfer Guide Coordinator.
- ❑ Receiving institution and sending institution: who in your institution must be made aware of the agreement, e.g. faculty, the Registrar's office, advising services, etc.?
- ❑ Who will maintain links with your partner institution for purposes of coordination or making change to the agreement?

C. Supplemental Principles and Guidelines for Flexible or Innovative Transfer

Preamble

After extensive study and consultation, the B.C. Council on Admissions and Transfer (BCCAT) has concluded that transfer among institutions in B.C. has become and will continue to become more complex due to the increase in the number of degree granting institutions. To maximize student access, the B.C. post-secondary education system is committed to enabling students to transfer relevant credits among institutions. In order to sustain this commitment in the face of the increasing number of receiving institutions and complex patterns of student movement among institutions, the B.C. Council on Admissions and Transfer is working to encourage the development of more innovative, flexible and efficient transfer arrangements. In doing so it recognizes the existence of necessary constraints on credit transfer, but wishes to minimize inequities and difficulties faced by students and institutions.

Therefore, the Council has developed a set of "Supplemental Principles and Guidelines for Flexible or Innovative Transfer." These new principles and guidelines have not been formalized, in the sense of being developed through a process of extensive consultation with the post-secondary system. Nevertheless, Council believes that they are potentially very useful, both generally, and for application to projects to develop alternate, flexible approaches to transfer.

General Principles for Flexible and Innovative Transfer

1. Students should be able to complete all lower division degree requirements at a college, provided that the college offers a reasonable variety of courses in their chosen discipline.

2. Neither transfer nor direct entry students should be advantaged or disadvantaged as a result of the transfer process.

General Guidelines for Flexible and Innovative Transfer

1. Variations in institutional programs that reflect differing missions, context or expertise should be respected and accommodated. Accommodation strategies may include receiving institutions setting more flexible course or credit requirements for transfer students than for direct entry students.

2. Sending and receiving institutions should provide a written rationale for the designation of courses as upper or lower division when requested.

3. Each receiving institution should normally grant the same number of credits for each transfer course as it grants its own equivalent course.

4. For the purpose of assessing equivalency, comparison of courses or programs may be based on a variety of factors, including the following (as many as are appropriate):

   - comparison of detailed content elements
   - comparison of outcomes
   - comparison of general subject matter
   - comparison of depth or breadth of coverage of subject matter, even if content details or approach are different
   - comparison of assessment
   - documented evidence of student success in subsequent courses

5. Block transfer, flexible transfer or transfer innovation agreements should not undermine the ability of students to continue to transfer on a course by course basis.

Guidelines for Block Transfer Agreements

Definition of Block Transfer: ***Block Transfer is the process whereby a block of credits is granted to students who have successfully completed a certificate, diploma or cluster of courses that is recognized as having an academic wholeness or integrity, and that can be related meaningfully to a degree program or other credential.***

1. Block Transfer agreements will normally involve certificate or diploma programs from the sending institutions, but may also involve smaller blocks or clusters of courses or credits.

2. Where the receiving institution does not grant the number of credits equivalent to the number the sending institution grants for the block, it should provide clear rationale for the number of credits granted.

3. While many block transfer agreements include a provision that the student is deemed to have fulfilled all lower level requirements, others may stipulate that any lower level requirements that have not been completed must still be taken.

4. Block transfer agreements should be clear, in that each student should know exactly what credit he/she will receive at the receiving institution.

5. A block transfer agreement does not guarantee admission to the receiving program or confer priority status, unless such provisions are specifically built into the agreement.

6. The standards or criteria for program admission for students transferring under a block transfer agreement should be clearly stated in the agreement.

7. Sending and receiving institutions should reach agreement on what constitutes replication of coursework before a block transfer agreement is finalized. Students should not have to repeat content of which they have already demonstrated substantial mastery.

8. If a block transfer agreement provides for two years of credit transfer, transfer students should be able to finish a four-year degree in a further two years or within a reasonable additional amount of time if deemed essential by the receiving institution.

9. Block transfer arrangements should involve signed formal agreements between a sending and receiving institution.

10. Block transfer arrangements should be well documented (including in the *B.C. Transfer Guide*) and accessible to students.

11. Depending on the agreement, block transfer agreements may include provision for course-by-course allocation of credit, or may obviate the need for such allocation.

D. Forms and Templates

BCCAT form for submiting information for the Transfer Guide

Sample Block Transfer Agreement (Royal Roads)

Sample Block Transfer Agreement (Generic)

Sample Block Transfer Agreement (Tourism Management)

BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER — SUPPORTING BC's EDUCATION SYSTEM

Block Transfer / Other Transfer Agreement or Arrangement

(To be used for all transfer agreements other than course-to-course transfer)

For inclusion in the *British Columbia Transfer Guide.*

When completed and approved by an appropriate Receiving Institution representative, this form authorizes BCCAT to publish the information submitted in the B.C. Transfer Guide and its online version.

Complete the form below, and forward to:
BC Transfer Guide Coordinator, P.O. Box 115, Mill Bay, BC V0R 2P0. Fax: 250-743-2910.
If insufficient space for all details, please attach on a separate sheet.

Receiving Institution:

Receiving Institution Program/Degree Name:

Will accept block transfer of:
(name or type of diploma, certificate or block of courses; e.g. completed diploma in Business Management)

Will accept block transfer from:

☐ Any other BC public post-secondary institution

☐ Any other Canadian institution

☐ The following institution(s): _____

☐ Other: (specify) _____

Credits awarded:

☐ 60 credits or two years

☐ 30 credits or one year

☐ On a course by course basis

☐ To be determined on admission

☐ Individual assessment

☐ Other, please specify_____

Other elements of this transfer arrangement:

Preferential entry? ☐ Yes ☐ No

Guaranteed admission? ☐ Yes ☐ No

Other - specify:_____

Conditions and/or limitations:
(Specify any course, or any grade or GPA requirements, as well as any other specific conditions or limitations, which apply)

For the Receiving Institution...

Your Name (please print) _____ Your Signature _____ Date _____

Your Telephone Number _____ Your E-mail address _____

MEMORANDUM OF UNDERSTANDING REGARDING BLOCK CREDIT TRANSFER

between

Partner School
City, Province

and

Royal Roads University
Victoria, BC

This memorandum of understanding constitutes an agreement between Royal Roads University and the Partner School. The participating units at the respective institutions are the Management Programs Division at Royal Roads University (RRU) and the Partner Department at Partner School.

Objective of the Agreement:

Royal Roads University agrees to facilitate the block transfer of students from Partner School with appropriate prerequisite qualifications into the 3rd year of the Bachelor of Commerce in Entrepreneurial Management Degree at RRU. By this agreement, applicants from Partner School who meet the requirements outlined below will be eligible for admission to RRU with full block transfer credit, provided all other entrance criteria are met and space remains available in the Bachelor of Commerce Program.

Successful completion of

- Partner program/credential

As a partner to this agreement, Partner School agrees:

- to make information about this agreement and the RRU Commerce degree options available to students

- to provide opportunity for representatives of Royal Roads University to visit appropriate forums at Partner School to disseminate information about the RRU Bachelor of Commerce program.

As a partner to the agreement, Royal Roads University agrees:

- to provide students holding a course profile similar to that given above from Partner School with academic acceptance into the third year of the Bachelor of Commerce program at RRU

- whenever possible, to count any undefined transfer credits towards the Bachelor of Commerce requirements to avoid students from having to unnecessarily take additional courses to qualify for graduation

- to provide Partner School with updated information about the RRU Bachelor of Commerce program on an annual basis

- to notify Partner School with as much lead time as possible about any changes to the Bachelor of Commerce requirements that are anticipated or approved.

Liaison

Implementation of this agreement will be through the Registrar's Office at each institution, in consultation with the appropriate authorities in the respective business programs.

Term of the Agreement

This agreement shall be in place for an initial period of three years commencing _____ (date). At the end of this time, the agreement may be extended for an additional period of time subject to the review and approval of the President of Royal Roads University.

Royal Roads University retains the right to limit the number of students admitted under this agreement.

On behalf of Partner School:

_____

President (President) Date

On behalf of Royal Roads University:

_____

Gerry Kelly, President Date

BLOCK TRANSFER AGREEMENT

between

Institution (Receiving)

Faculty/Department

and

Institution (Sending)

Program

Sending Institution Contact:

Name: _____

Address _____

_____

Telephone: _____

Receiving Institition Contact:

Name: _____

Address: _____

_____

Telephone: _____

Under the terms of this agreement Graduates of the above sending program, who are admitted to the above receiving program, will be awarded block transfer of credits to be applied to the following degree:

Credits awarded:

- ☐ 60 credits or two years
- ☐ 30 credits or one year
- ☐ On a course by course basis
- ☐ To be determined on admission
- ☐ Individual assessment
- ☐ Other, please specify _____

Other elements of this transfer arrangement:

Preferential entry? ☐ Yes ☐ No

Guaranteed admission? ☐ Yes ☐ No

Other - specify. _____

Conditions and/or limitations:

(Specify any course, or any grade or GPA requirements, as well as any other specific conditions or limitations, which apply)

_____

Timeline:

This agreement will take effect on _____

It will remain in effect for a period of _____ years, after which time it will be reviewed.

OR

This agreement remains valid and in effect between all the signatories until or unless it is terminated by those signatories, in writing.

_____

For the Receiving Institution Date

_____

For the Sending Institution Date

TRANSFER AGREEMENT
TOURISM MANAGEMENT PROGRAMS

between

_____

Receiving Institution

and

_____

Sending Institution

PURPOSE

This letter of agreement outlines an arrangement for the transfer of international and domestic students from:

1. The Tourism Diploma Program(s) at _____ (Institution) to the Tourism Diploma Program(s) at _____ (Institution)

   and/or

2. The Tourism Diploma Program(s) at _____ (Institution) to the Bachelor of Tourism Management program at _____(Institution).

OBJECTIVES

The objectives of this agreement are as follows:

- to encourage communication and reciprocal understanding between respective Departments, within the two post secondary institutions;
- to provide degree opportunities for Tourism Diploma graduates;
- to facilitate transfer between Tourism Management Diploma Programs.

AGREEMENT: DIPLOMA TO DIPLOMA

Students may transfer the following industry endorsed "Core Courses" between the Tourism Management Diploma Programs:

Introduction to Tourism	Accounting
Business Communications	Tourism Business Law
Cross Cultural Tourism Issues	Computer Applications
Entrepreneurship	Environmental Stewardship
Human Resource Management	Co-op, Internship or Practicum
Marketing	Organizational Leadership

Students may also be awarded transfer credit as part of the block for specialty course work completed.

A minimum grade of _____ on each transferable course will be required.

A minimum Grade Point Average (GPA) of _____ will be required.

Students will receive transfer credits for core courses upon acceptance and admission to the Tourism Management Diploma Program(s) at _____(receiving institution).

This agreement is based on the assumption that all students entering a Tourism Management Diploma Program have completed the following:

- B.C. Grade 12 or equivalent
- B.C. English 12 (some institutions may require minimum grade); or LPI level __ or better; or equivalent; or a more advanced course
- B.C. Math 11 with a C+ or better; or Applications of Math 12; or equivalent; or a more advanced course

Students who have not completed these requirements may be required to remedy the deficiency.

AGREEMENT: DIPLOMA TO DEGREE

Students may transfer from the Tourism Management Diploma Program(s) at _____ (sending institution) to the Bachelor of Tourism Management Degree at _____ (receiving institution) as follows:

A. In particular it is agreed that _____ (receiving institution) shall:

A.1 grant block transfer to graduates of the Tourism Management Diploma Program(s) from _____ (institution) upon acceptance and admission to the degree program, to a maximum of sixty (60) credits[1]. At the discretion of the Dean an additional six (6) credits may be granted;

A.2 require a minimum GPA of _____ for admission;

A.3 identify any deficiencies in the student's academic preparation and inform the student how he/she can remedy those deficiencies (e.g. before or during Year 3 of the degree program);

A.4 shall not make changes in these arrangements without providing adequate notice and "lead time" to _____ (sending institution).

B. In particular it is agreed that _____ (sending institution) shall:

B.1 advise _____ (receiving institution) of any changes to the current diploma curriculum and submit them for review;

B.2 maintain communications with the Department of _____ and the office of Admissions at _____ (receiving institution), for the purposes of exchanging and vetting program information, and/or relevant support materials;

B.3 participate in joint reviews of student successes, and develop recommendations for continued student laddering and improved transitions;

B.4 submit a letter of support, as generated by Department faculty, for transferring students, if requested.

1 Note: Capilano College Program will receive block transfer allocation of 54 credits rather than 60

C. It is further agreed by both parties that:

C.1 this agreement does not preclude _____(receiving institution) or _____ (sending institution) from entering into similar agreements with other institutions;

C.2 the agreement will be active from this date;

C.3 review of this agreement can be by mutual consent of the signatories and can occur at any time; termination of the agreement must involve adequate notice and explanation;

C.4 termination of this agreement must also accommodate completion by any student already registered in a block transfer track at _____ (sending institution) or _____ (receiving institution) at the time of termination. Both signatories to this agreement recognize that students must be protected from the adverse affects of the termination of the agreement.

THIS AGREEMENT is hereby executed

For:	**For:**
Receiving Institution	SendingInstitution
Dean	Dean
President/Provost	President/Provost
Date	Date